DOCUMENT RESUME

ED 325 495 TM 015 715

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TITLE Developing a Test that Would Give Better Predictive Validity for Native Spanish-Speaking Students Who Are Awarded Credit by Examination.
PUB DATE Dec 88
NOTE 113p.; M.S. Practicum, Nova University. Some pages contain very small print.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Equivalency Tests; High School Equivalency Programs; High Schools; High School Students; Hispanic Americans; Language Teachers; *Language Tests; *Native Speakers; *Predictive Validity; School Districts; *Spanish; Spanish Speaking; Surveys; *Test Construction; Test Validity
IDENTIFIERS *National Spanish Examination; Placement Tests

ABSTRACT

Deficiencies in the format, content, and predictive validity of a high school credit-by-examination test in Spanish I were addressed in a study of the proposed adoption of the Level-1 1988 National Spanish Examination (NSE) and a 20-item supplement written by S. Segal that required students to write one-word answers. The NSE, sponsored by the American Association of Teachers of Spanish and Portuguese, had been previously rated valid and reliable in a study involving 69,214 students. In the supplement, which was designed to address the specific goals of the school district, each examinee was asked to complete sentences with the appropriate present tense verb form of the Spanish infinitive provided. Interviews with 22 school district Spanish teachers contributed to the development of guidelines for use of the NSE and supplement. Six administrators then reviewed the guidelines. Twenty of the 22 Spanish teachers subsequently indicated that the NSE and supplement fully tested the performance objectives in the district's Spanish curriculum. All of the teachers supported adoption of the test and its supplement. Twelve appendices contain the credit-by-examination survey; the school district's Spanish I, French I, and German I tests; the ethnic distribution of Hispanics in junior and senior high schools; the Level 1 1988 NSE; the 1988 NSE survey; the 1988 NSE statistical report; the performance objectives of the Spanish I course syllabus and an item-by-item analysis of the Level 1 1988 NSE; the supplement to the NSE; the evaluation interview for the NSE and supplement; and guidelines for pilot testing a new credit-by-examination test for Spanish I. (SLD)

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DEVELOPING A TEST THAT WOULD GIVE BETTER PREDICTIVE VALIDITY FOR NATIVE SPANISH-SPEAKING STUDENTS WHO ARE AWARDED CREDIT BY EXAMINATION

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A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

December/1988

TM015715

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Susan Segal

Susan Segal

ABSTRACT

Developing a Test that Would Give Better Predictive Validity for Native Spanish-Speaking Students Who Are Awarded Credit By Examination.
Segal, Susan, 1988: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Foreign Language Placement Tests or Equivalency Tests/Credit by Examination/Predictive Validity/Test Format/Test Construction/Test Selection/Pilot Testing Programs.

The serious deficiencies in format, content, and predictive validity of a Spanish I credit by examination test taken by native Spanish-speakers were addressed in this practicum. The proposed adoption of the level one 1988 National Spanish Examination, sponsored by the American Association of Teachers of Spanish and Portuguese, and an author-written supplement were evaluated as testing instruments to award credit and place students in advanced Spanish classes by district Spanish II and III teachers. One hundred percent of the Spanish teachers approved the proposed adoption of this examination which tests all aspects of linguistic competency, including the knowledge of grammar, vocabulary and graphology. Guidelines for piloting the exam are also included.

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Practicum Title: Developing A Test That Would Give Better Predictive Validity For Native Spanish-Speaking Students Who Are Awarded Credit By Examination

Student's Name: Susan Segal

Program Site: Las Vegas Date: December 16, 1988

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(please print--------and sign)

Observer's position: Principal Phone # (702) 799-4080

Observer's comment on impact of the project (handwritten):

THIS PROJECT WILL HAVE GREAT IMPACT!

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CHAPTER I

Purpose

In the Southwestern part of the United States, the nation's 18th largest school district continues to grow. This district is served by 84 elementary schools, 19 junior high schools, 15 senior high schools, and six special schools and centers. At present it serves more than 100,000 students. According to recent demographic projections, the student population is expected to reach 160,000 by the year 2000. The construction of more schools has been planned to accommodate this growth.

The ethnic distribution of the student population shows a 72-percent majority and a 28-percent minority. The student population is 8.5 percent Hispanic. This district has experienced a steady growth in its Hispanic population. In 1970 the student population was 3.4 percent Hispanic; in 1980 it was 5.3 percent Hispanic; in 1984 it was 6.2 percent Hispanic.

The author's current contractual assignment is that of Spanish teacher in one of the district's high schools that houses 2,210 students. The ethnic distribution for this high school is 77.9 percent

white, 14.7 percent Black, 4.2 percent Hispanic, 2.4 percent Asian, and 0.5 percent Indian. Spanish is considered an elective and is offered in some of the junior high schools and in all of the senior high schools. Because of the increasing number of colleges and universities requiring two years of a foreign language for admission, enrollment in these classes, especially Spanish, has increased district-wide. The author has witnessed this development in the five years spent at this assignment teaching five classes per day of Spanish I and II.

The students who enroll in Spanish classes include Hispanic students who may or may not speak the language at home. Those native speakers who enroll in Spanish I classes will begin to learn to read and write the target language. This first-year course introduces students to the basic skills of listening, understanding, and speaking, as well as reading and writing Spanish.

Some native speakers prefer to begin their formal education in Spanish in the level II class. They may receive credit by examination for Spanish I. Credit can be awarded by the district for demonstrated competence through the examination process. These native speakers then enter Spanish II without any

formal training in reading and writing skills. Even their communicative skills, developed at home, may reflect incorrect usage and grammatical errors.

Problem Statement

The reason for this proposed study became evident to the author in a Spanish II class during the 1987 fall semester. In working with a native speaker, who had been given credit by examination for Spanish I, the author became concerned with this student's poor performance in writing skills. This native speaker was not able to use correct grammatical constructions successfully. Also, the student had never learned to equate the sound system of the Spanish language with any spelling patterns. Nevertheless, this native speaker had passed the examination for credit for Spanish I. The student, who was becoming increasingly frustrated, barely passed the fall semester and did not continue in the class for the second half of Spanish II.

The author decided to share this concern with another Spanish teacher at the same high school. This colleague also taught a native speaker who was placed in an advanced Spanish class as a result of receiving credit by examination. This native speaker was also

experiencing problems with reading and writing skills in Spanish.

While attending one of the monthly meetings of the school district's Foreign Language Teachers' Association, the author asked members if they were experiencing similar problems with native speakers who had been given credit by examination for level I classes. The French and German teachers had no complaints. However, several Spanish teachers expressed concern for their native speakers' poor reading and writing skills. After a lengthy discussion, the teachers agreed there was a need to examine the district's Spanish tests in the Credit by Examination program.

The author also recognized a need to survey all Spanish II and III teachers in the district as to the predictive validity of the tests being used to obtain credit in Spanish. Twenty-seven teachers received a survey asking if they had taught students who had been given credit by examination and if the students' performance demonstrated correct placement. The Spanish teachers were also asked if there were problems with the examination given for credit. The survey produced a 92.6-percent response rate. Sixty percent of the respondents stated an opinion about the

examinations. Of this group, 33 percent thought the tests were fine; seven percent did not address the issue; 60 percent thought the tests needed to be changed (Appendix A:46).

All the district's tests for Spanish I, II and III are in multiple-choice format. The Spanish I test, in this writer's opinion, appeared to have the most serious shortcomings. The author counted 14 times where the test format changed back and forth from two, three, and four-choice items. A look at the answer key revealed the same keyed response appeared in a long series of consecutive items at least four times. When listening to the tape used in the listening comprehension portion of the test, the author heard at least three pronunciation errors made by the non-native speaker who had made the tape. In the reading comprehension portion of the test all multiple-choice items were written in English (Appendix B:48).

The district's test for Spanish I consists of 150 multiple-choice questions: 47 four-choice items, 90 three-choice items and 23 two-choice items. A two-choice item allows the examinee a 50-percent chance of answering correctly, which is twice the probability of a correct response in a four-choice item. The district's tests for French I and German I are markedly

different from its Spanish I examination. The French I test has 102 questions: 45 multiple-choice items, seven true-false items, and 50 short-answer items (Appendix C:63). The German I test consists of 125 short-answer questions; none is in the multiple-choice format (Appendix D:71).

The writer questioned why there are no short-answer items on the Spanish I test. It may be difficult, at times, to phrase short-answer items so that the correct responses will be made by the examinees who know the answers. Foreign language questions, however, can easily be handled in the short-answer format. In fact, the short-answer form would be a more valid measure of achievement in writing skills than would a choice-type item. Multiple-choice items can be used with great skill and effectiveness to measure other abilities.

While checking the content of the test to see if it matched the curriculum guide, course goals, and performance objectives, the author clearly saw that writing skills were not measured effectively. The guidelines of the Credit by Examination program provided by the district clearly state that the test must include items that will evaluate the course goals, one of which is to write complete sentences and

paragraphs in Spanish. They also state that a score of 80 percent or above is required to receive credit, and that the test that is selected or constructed must be comparable in length and difficulty to a typical final examination of the regular classroom course. The author, a Spanish I and II teacher, was firmly convinced the district's test for Spanish I is not comparable in difficulty with a typical final examination of the regular classroom course.

At meetings with the district's Foreign Language Consultant and the Executive Director of Curriculum Services, and later with the District Test Coordinator, and finally with the Associate Superintendent of Instruction, the author pointed out the serious shortcomings in format, content, and predictive validity of the district's Spanish I test as compared to its French I and German I tests. The author also pointed out that more students take the exam for credit in Spanish than in any other foreign language, and that there will be a steady increase in the number of these students because the Hispanic population continues to grow. A look at the increase of Hispanic students at each high school and junior high school over the last eight years clearly shows this growth (Appendix E:79). Of the 44 students who received credit by examination

for foreign languages in the 1987-1988 school year, 91 percent tested in Spanish; 62.5 percent were for Spanish I; 4.5 percent tested in French; 4.5 percent tested in German.

No one at these meetings could say how long this test was in use or who wrote it. The Foreign Language Consultant, having spent only two years in this capacity, could offer no information. The position of consultant is an extremely unstable one. Due to the district's low priority in foreign language development, this position has been an add-on responsibility. In the five years that the author has worked in the district, this position has been filled by three different people, none of whom has a foreign language background. The present consultant also has the added responsibilities of being reading consultant and junior high school facilitator for the district.

Time and budget restrictions in this growing school district have allowed this problem to go on. All the administrators present at these meetings agreed with the author, as did 60 percent of the surveyed Spanish teachers who offered an opinion about the tests, that there was a critical need to change the Spanish I test.

Having recognized the need to change the Spanish I test, the author conferred with several different curriculum department personnel in neighboring western states. A research technician in the Credit by Examination program of a neighboring state sent the author a 1987 version of the level one National Spanish Examination, accompanied by an aural comprehension cassette. In reviewing this examination, sponsored by the American Association of Teachers of Spanish and Portuguese, the author wanted more information about this test's authors, reliability, and validity studies.

The author contacted the University of Delaware, headquarters of the National Spanish Examinations. After obtaining some background information and the 1988 version of this exam, the writer was able to do a preliminary comparison between the district's Spanish test used for the Credit by Examination program and the level one National Spanish Examination. The comparison provided additional evidence that the district's Spanish I test needed to be changed (Appendix F:82).

Outcome Objectives

After thoroughly reviewing the district's Spanish I test for the Credit by Examination program, the

author found serious deficiencies in the format, content, and predictive validity of the test.

At the conclusion of this project, the following objectives will have been attained.

1. Over a period of three weeks the author compared the 1988 level one National Spanish Examination (NSE) to district guidelines, as written in the Spanish I course syllabus, to find those performance objectives tested in the NSE, those performance objectives not tested in the NSE, and, finally, to determine the items that needed to be written in a district supplement to the NSE. This resulted in a chart of information that has isolated and identified those discrete point test items missing from the NSE and necessary for inclusion in the supplement.

2. Over a period of two months the author selected a Spanish I test for the Credit by Examination program to be approved by at least 70 percent of the district's Spanish II and III teachers after individual reviews and evaluations of the test with the author. This test included the NSE and author-written supplement added to meet district objectives as defined by the Spanish I course syllabus.

3. Over a period of one month the author determined specific guidelines to be followed for piloting the new test in the remaining 1988-1989 school year as measured by a copy of the guidelines included in the final project and as reviewed by various district administrators, including the administrative observer. The use of these guidelines should result in an effective pilot program that will give usable data for the Credit by Examination program.

CHAPTER II

Research and Solution Strategy

The areas of research reviewed for this project dealt with two major considerations: the construction and format of foreign language tests for credit by examination programs and guidelines for piloting a new testing program. Computer searches, textbook reviews, and interviews were conducted to review these two considerations.

Three computer searches produced only one article about a credit by examination program. Franchine (1980) reported that Chicago's Foreign Language Credit Program, initiated in 1974, offers examinations in 29 languages including a separate test for Spanish speakers. Examinees obtain a year's credit after passing the exam and also after completing an additional year of classes in school. If a year's credit is sought in a language not offered in any of the city's 65 high schools, the examinee must complete an additional year of independent study with one of 52

tutors. This has resulted in an increase in foreign language enrollment.

The foreign language tests are offered three times a year at 36 high schools. They are based on second-year high school entrance objectives and evaluate proficiency in listening comprehension, speaking, reading, writing, and culture. David Oliver, Chicago's Foreign Language Credit Program Coordinator, in a telephone interview with the writer of this project, stated that there are now 35 languages offered for credit. In 1974 the U.S. Army's Defense Language Institute, along with other government agencies, helped this program establish the levels of proficiency tested in each language. A teachers' task force was then assigned to write test items that were tested for reliability and validity. This has become an ongoing process as new test items are continually being written and evaluated.

With the exception of the Spanish test for Spanish speakers, all tests have 150 multiple-choice items with four distractors and an optional speaking section. The coordinator commented on the difficulty of rating the optional speaking section as compared with the relative ease of marking the multiple-choice items. Fifty of the multiple-choice items test the examinee's listening

comprehension. A tape cassette made by native speakers accompanies this part. The remaining 100 items test reading, writing, and culture in the two-hour exam. Culture items include questions about the way people live and behave, the major events and holidays that are celebrated, and the contributions of outstanding people within the culture.

According to Mr. Oliver, the native speaker is communicatively proficient and needs only to be tested for reading and writing skills. Therefore, the Spanish for Spanish speakers examination, which is written entirely in Spanish, including the directions, tests only reading and writing in a format of 100 multiple-choice questions and five short writing tasks. The writing tasks may require the native speaker to punctuate a paragraph, to change all verbs in a paragraph to a particular tense, or to create a dialogue between a child and an adult. Upon passing this examination, the native speaker then enrolls in a Spanish class for Spanish speakers that concentrates on the reading and writing skills that are needed. These classes are available in many of the 70 high schools that now serve the Chicago School District.

In Los Angeles there is no standardized proficiency examination given for the credit by

examination program. In a telephone interview with Dr. Julius Mandel, the Foreign Language Coordinator of the Los Angeles Unified School District, the author learned that testing for credit is done by a foreign language teacher at the school where the examinee is enrolled. After the teacher decides what test to use at the school site, the test is administered and marked by the teacher. Generally, a final examination is selected that tests the exit criteria for a particular language course.

Foreign language testing, whether for classroom examinations, proficiency examinations, or standardized achievement tests, tends to have two focuses. Discrete point testing focuses on knowledge of a particular element or grammatical point in the target language. The ideal test item is the one which shows clearly whether or not the examinee has mastered the particular element or grammatical point in question. For this reason, Gaies (1980:1) stated that "....elements of the target language are best tested 'out of context'; in this way learners cannot arrive at the correct answer except by actually 'knowing' the specific point being tested."

Integrative testing, on the other hand, has the examinee use the context as a tool in the performance

of given language tasks. A variety of clues are available to the examinee as attempts are made to construct, reconstruct, and interpret oral or written language. Integrative testing items more closely mirror ordinary language activity than do discrete point items, and, thus, are said to have more face validity. Gaies reasoned that the more closely the tasks reflect what is done in ordinary language activity, the more likely the test will be assumed to be face valid.

Cox (1977:1) stated, "Integrative language testing focuses on the total language as a system of interrelated skills." The formats used for this kind of testing focus on competence and redundancy which are features of all natural languages. One format suggested by Cox is dictation which, when properly conducted, can measure overall proficiency of a language. It requires "...the discrimination of phonological units, decisions on word boundaries to discover sequences... and the translation of this into graphic representations" (Cox, 1977:2).

Cloze testing is another format that focuses on total language competence. A cloze test consists of a reading passage in which, for example, every seventh word is deleted. The examinee's task is to use the

remaining text to complete the deleted space with the correct word. Cloze testing uses the natural human tendency to fill gaps and the aspect of redundancy in language. Bachman (1984:15) agreed that cloze

> ....can measure the full range of competencies involved in reading. The key to this potential, however, lies in the specific words that are deleted, and to assure that the specific competencies one wishes to measure are in fact measured, it is essential to abandon the random deletion procedure for a rational one in which the test developer selects the words to be deleted according to criteria defined in the content specifications of the test.

Porter (1976) proposed a modification of cloze testing. He combined the usually open-ended cloze procedure with a multiple-choice format for the deleted words. The need for language production was avoided and an element of control and flexibility was created.

Jonz (1976) reported that the multiple-choice cloze takes about one-third the time to administer and one-fifth the time to score as compared to the open-ended version. This was proven in an experimental adjunct to an established placement examination at a large eastern university. In approximately 90 percent of the cases, the multiple-choice cloze either

duplicated or surpassed the placement accuracy of the longer examination.

Bensoussan (1984:263) also commented on the truncated version of the cloze test:

> Though not as easily constructed as its open-ended namesake, the m-c cloze is far easier to administer and score. Additionally, one should emphasize that the m-c cloze maintains a very respectable degree of internal reliability.

Linblad (1981) explained how data from open-ended cloze tests and other open-ended test formats could be fed into a computer for an item analysis, just as it is done for multiple-choice tests. Each answer of an open-ended question was given an A, B, C, D scoring scale. Correct answers were marked "A." Incorrectly spelled variants of "A" (and "C") words were marked "B." Correct or acceptable variants or synonyms were marked "C" and correct answers were marked "D." (If no answer had been given, it was marked "E.") These different letters were then fed into a computer, item by item, for all students. PRINS, a system of computer programs, was used for the item analysis. Linblad admitted there were problems with this technique. Scoring had to be done by hand by well-qualified persons. Keys consisting of long lists of variants had

to be written and adhered to by the persons marking the test.

There are two types of competencies in language learning: communicative competency and linguistic competency. Communicative competency deals with the learner's ability to understand the spoken or written word and the ability to respond similarly. "Linguistic competence consists in the mastery of the grammaticality of a language system" (Politzer, 1983:179). Language tests that focus on the production of specific elements of grammar are linguistic rather than communicative competence tests and are, therefore, discrete item tests. A multiple-choice grammar/vocabulary test is a good example of both a linguistic competence test and discrete item test.

Hopkins (1980:221) cited some of the weaknesses of the multiple-choice format.

> Firstly, it continually presents the student with three or four wrong statements or questions. This negatively reinforces certain incorrect grammatical patterns he may know. The second disadvantage lies in its inflexibility. The tester is forced to find three or four distractors with sufficient credibility to convince some students that they are correct.

Another weakness of multiple-choice questions is that although they test specific items, an examinee who has

half-learned a topic may find the right answer by eliminating the choices he knows are wrong. A multiple-completion question would avoid these difficulties. In this format four or five choices are given as usual, but examinees have to determine whether each choice is right or wrong. Since more than one correct answer may be included as a distractor, it is not sufficient to find a right answer by eliminating the three or four wrong choices. This format provides the tester with much greater flexibility. Guessing is discouraged, and the learner is forced to decide whether each choice is right or wrong. Hopkins warned that with the multiple-completion question, the tester has to allow more time for answering and that examinees may become confused trying to determine which answer to give for the following combination of responses: "A" is picked if only 1, 2, 3 are correct, "B" is picked if only 1 and 3 are correct, "C" is picked if only 2 and 4 are correct, "D" is picked if only 4 is correct, and "E" is picked if some other response or combination of responses is correct.

With all the confusion of the multiple-completion format, the multiple-choice type seems more practical. Bachman (1985:11) wrote:

> In general, while m-c tests are highly restricted in terms of the type of performance required, I believe they can be used effectively to measure the receptive skills of listening and reading and to measure the full range of competencies required in these two skills.

Wesdorp (1983) stated that multiple-choice tests are used a great deal in the Netherlands despite many of the initial fears of teachers. The fears that the multiple-choice format lacks validity have turned out not to be based on facts. The following study proves the multiple-choice format can be used with confidence.

A study on the validity of the multiple-choice component of the Advanced Placement Spanish Examination by Liskin-Gasparro (1979) proved multiple-choice questions can be both valid and reliable. A study was done to assess the appropriateness of the exam for granting credit, placement, and for exemption at the college level. In 90 minutes 88 multiple-choice questions with four distractors were used to test listening and reading skills. The fill-in questions, essay and speaking sections of the test were not used. The reliability and predictive validity of the multiple-choice component were found to be quite satisfactory. The exam was determined valid for college populations. The results demonstrated that the

exam was as appropriate for the students completing their third year of college Spanish as it was for the total advanced placement candidate group. The multiple-choice component was shown to measure the content of third year college Spanish accurately and well.

Sacco (1982) focused on test formats, including multiple-choice items, in the Individualized French Program at Ohio State University. The "nuts and bolts" of achievement testing were also focused on. Suggestions were directed to test makers at all levels of education. Sacco stated that most of the problems that exist in test construction deal with content and face validity. Test makers must construct tests that reflect what has been taught. Care must be made to avoid over-testing the same grammar points in different test sections. The use of a chart that maps the use of all the grammar points and vocabulary will help produce more efficient tests.

After confirming content validity, the test maker should verify that what is allegedly being tested is, in fact, being tested. Unknowingly, a test maker constructs a "reading" part that actually tests another skill. Finally, the test maker should verify the

test's face validity by asking: Does the test look like what it is intended to measure?

Lindquist (1951) wrote that valid results of testing programs depend upon accurate administration and scoring. Test administrators must adhere to the timing of tests that involve a time limit. Directions to the examinees must be very clear. The physical conditions under which tests are administered should be ideal for testing. Those individuals responsible for scoring need to be carefully selected, trained and checked upon systematically for accuracy. Each tester should be provided with a written set of instructions outlining the duties of all stages of the examination.

Bradfield (1957) mentioned some general tenents of an efficient testing program. One person should have clear responsibility for overall direction of the program. There should be participation by teachers in decisions they are qualified to judge. Also, there needs to be a provision for periodic evaluation of the program to make revisions when indicated.

Chase (1974) agreed that teachers should participate in the selection of tests. Only teachers know in detail what they have taught, and therefore only they can decide on what test best reflects the curriculum. A test should be considered if there is

ease of administration, good reliability and validity, low cost, and ease of scoring.

While researching the 1988 level one National Spanish Examination for the Credit by Examination program, the author of this project learned of the grammar specifications for this test. McInnis (1987:584) reported that these grammar specifications included:

1. Nouns - gender and number;
2. Adjectives - gender and number, possessives, demonstratives, of nationality, of quantity;
3. Articles - definite and indefinite, with days of the week, with parts of the body, with titles, contracts "al" and "del";
4. Pronouns - subject, direct object, interrogative, demonstrative;
5. Prepositions - after verbs, independent of verbs (especially de, en, a, con)
6. Verbs - present (regular and irregular forms), progressive, special uses of tener, distinction of ser/estar, hacer to express weather conditions, ir + a + infinitive;
7. Cardinal Numbers;
8. Word Order - in interrogative and negative sentence;
9. Agreement - subject-verb, noun-adjective, article-noun;
10. Negation.

A report on all levels of the 1988 National Spanish Examinations (NSE), sponsored by the American Association of Teachers of Spanish and Portuguese, was obtained by the author of this project from the NSE headquarters at the University of Delaware. Committee members from secondary schools and colleges were

responsible for drafting the examination items. These members, both English and native Spanish speakers, were familiar with speech patterns from Latin America, Spain, and Spanish-speaking communities in the United States. In a survey to the coordinators/teachers of the estimated 69,214 students who completed these examinations, exam content and difficulty were rated in the four sections of the examinations. In the 76-percent return, exam content was judged either "excellent" or "good" by an overwhelming majority of those responding (Appendix G:91). A statistical study has determined that all levels of the 1988 NSE are reliable and valid (Appendix H:93).

The author of this project, unable to find examples in the literature of guidelines for piloting a new foreign language test despite an additional computer search, interviewed Research and Development Department personnel in the local school district in order to pursue this matter. The testing coordinator explained the guidelines the district uses for new testing programs. Generally, a new testing program is tried out in a limited number of schools. An item analysis of the results, including a point biserial correlation, is performed on a per student basis. An item analysis is needed to assess the difficulty of

items correlated with the overall difficulty of the test.

The curriculum advisor explained the purposes of the survey letter that is sent to all the teachers taking part in the initial testing stage. The teachers are asked to comment on the time allowed for testing, and any unusual student reactions to a particular test item. This survey helps evaluate the testing program and focuses on areas that may need revision. The advisor also explained the importance of checking the test over to verify that the test does not have flaws in its construction. All stem items must be reviewed so that there are none that would give a clue as to the correct answer. The testing program must not be tainted by poor test construction.

Prior to reviewing the literature, the author doubted the validity and reliability of the multiple-choice format. Yet, studies proved that when properly constructed, multiple-choice questions could measure complex abilities and fundamental understandings. If the question was clearly expressed in the item stem and the distractors were plausible and attractive, competent students would be differentiated from less competent ones.

Multiple-choice questions can objectively reveal whether the examinee is knowledgeable of the test item. Therefore, the multiple-choice format of the level one NSE could definitely be considered a viable solution to the district's credit by examination problem. Both validity and reliability of the exam have been established. Not just one teacher made up the test items, but a committee of both English and native Spanish teachers on the secondary and university level, working in concert, created the appropriate, accurate, and discriminating test questions. The NSE can be both objectively and efficiently scored. The $1.00 cost for each test and $4.50 cost of the tape cassette are within the district's budget according to the district's executive director of curriculum services.

Only after comparing the 1988 level one NSE to the performance objectives listed in the district's Spanish I course syllabus did the author know a supplement was needed. The author was convinced that discrete point testing should be the preferred focus. Test items should demand the native speaker demonstrate mastery of a particular element in the language. Integrative testing should not be used. The use of context, as in cloze items, as a tool for performing given language

tasks, would give a great advantage to the native speaker.

While native speakers are communicatively competent, it is the linguistic competence, the knowledge of grammar, vocabulary, phonology, graphology, that needs to be tested. The format selected should focus on these items and should be easily graded. Counselors and clerks, unfamiliar with the target language, do the grading.

The author believed the district Spanish teachers should evaluate the test used. Teachers know best what is in the curriculum and what is taught. As the curriculum changes, further evaluation and revision of the test is needed.

Because a review of the literature provided no examples of guidelines used in testing programs, the author relied on the combined expertise of various experienced district administrators. Information gathered from these administrators would then be streamlined into a succinct set of guidelines.

CHAPTER III

Method

In initiating a plan of action for this report, the author approached the problem from different perspectives.

August 22 - September 12

During these three weeks the author made a chart of the performance objectives described by the district's Spanish I course syllabus. The author determined the individual performance objectives tested for each of the 80 items on the 1988 level one NSE. An item-by-item analysis was written out on the chart. By reviewing the performance objectives tested, the author was able to ascertain if all performance objectives in the district guidelines were included in the NSE. The chart revealed inadequacies relative to the performance objectives tested in areas of pronunciation, spelling and vocabulary, grammar, application of speaking and writing, and career education (Appendix I:95). From this chart the author then determined the additional test items needed on a supplementary examination.

September 13 - November 13

Although this time frame was allowed, the author was able to determine by mid-September those performance objectives which needed further test items. The author was then able to write discrete point questions focusing on particular elements in the target language.

The inadequacies relative to the performance objectives of the 1988 level one NSE in the areas of pronunciation, vocabulary use of spoken and written Spanish by the examinee, application of speaking, and career education were not considered by the author to be major flaws in the examination. Even the lack of questions dealing with the grammatical concepts of adverb use, recognition of imperfect and future tenses, and commands were not found objectionable. However, after careful consideration of the chart, the author decided that native Spanish speakers needed to demonstrate skill in writing Spanish verbs.

Because non-teaching personnel will grade the supplement as well as the multiple-choice NSE, the author wrote 20 test questions that would require the student to write a one-word answer. In this supplement the examinee will be asked to complete sentences with the appropriate present tense verb form of the Spanish

infinitive provided. Test questions that demonstrate the examinee's skill in the usage of the "tu" and "usted" verb forms will also be included. Various district-approved Spanish I textbooks were used to aid the author in carefully selecting the cross-section of regular, irregular, stem-changing, and reflexive verbs for the supplement. Special care was made to insure that the directions of the supplementary test were clearly and concisely worded (Appendix J:98).

Having written the supplement, the author then prepared a list of evaluative questions that were used during interviews with individual Spanish II and III teachers. The time frame provided for these interviews was not sufficient. The author needed until December 14 to complete this segment of the project.

Each teacher was shown the 1988 level one NSE and the author-written supplement and was asked to evaluate their use in the district's Credit by Examination program. Each teacher was asked to give an opinion regarding the fairness of the new test, its ease in grading and administration, its general format, and its predictive validity. Comments and suggestions for improving the test were also encouraged and discussed during the interview. Although it was not initially planned, the author was also able to show each teacher

interviewed the current Spanish I test used for the Credit by Examination program and a transcribed copy of the aural cassette made by the author for the purpose of the interview. This allowed for the comparison of the two tests by the teacher being interviewed, and also gave the teacher an opportunity to choose between the two at the end of the interview (Appendix K:101).

November 14 - December 14

With the help of information gathered through interviews with various experienced district administrators, the author wrote specific guidelines to be followed for piloting the 1988 level one NSE and the author-written supplement in the remaining 1988-1989 school year. These guidelines allowed for preliminary checking for flaws in construction, administrative instructions for each component of the test, an item analysis to be performed after 30 tests are administered, a survey to determine ease of administration, and a later survey to determine the predictive validity of the test (Appendix L:104). Having written the guidelines, the author then had them critiqued by the Test Coordinator, the Curriculum Advisor, the Executive Director of Curriculum Services, two administrative curriculum consultants, and the

administrative observer of this project, the principal in the high school in which the author is employed.

CHAPTER IV

Results

Objective One

Within the three weeks specified, using the performance objectives listed in the district's Spanish I course syllabus for an item-by-item analysis of the 1988 level one NSE, the author determined those items needed to be written as a supplement. The chart that resulted from this analysis clearly identified the needed test items missing from the NSE and necessary for inclusion in the supplement (Appendix I:95). The author added 20 test items that would require the examinee to write the appropriate present tense conjugations of regular, irregular, stem-changing and reflexive verbs. At the same time, some test items would require the examinee to demonstrate skill in using the "tu" and "usted" forms of verbs (Appendix J:98).

The supplement that resulted is easy to grade because of its format. Even personnel who cannot speak Spanish will not have any trouble grading the one-word answer with the provided answer key. The combination

of the NSE and the author-written supplement result in an examination with 100 test items. The 100-question base will make it easy to determine the district-mandated 80 percent required to receive credit.

Objective Two

Within the two months specified, the author selected the 1988 level one NSE and wrote a supplement to meet the district objectives for the Credit by Examination program. The author needed an additional month to complete the interviews with the district's Spanish II and III teachers. After individual reviews and evaluations with the author of this project, 100 percent of the district's Spanish II and III teachers interviewed preferred the use of the 1988 level one NSE and the author-written supplement for the Credit by Examination program instead of the test currently used for that purpose (Appendix K:101).

Of the 27 Spanish II and III teachers surveyed at the beginning of this project, the author completed interviews with 22 (81 percent) of these teachers. Because of after-school commitments and employment changes the author was unable to interview five (19 percent) of the initially surveyed group. Of those interviewed, 20 out of 22 teachers (91 percent) agreed

the 100 test items on the NSE and supplement tested the performance objectives as listed in the Spanish I course syllabus. Two teachers (9 percent) commented that the imperfect, future, and preterite tenses were not included in the NSE and the supplement, but were included as performance objectives. Yet, both teachers added that such an exclusion was not detrimental to the examination because the preterite, imperfect, and future tenses should not be included in a Spanish I syllabus. The district's Spanish I syllabus, written in 1981, was based on textbooks that are no longer in use by a majority of the schools in the district. The textbooks used today have a more communicative approach to the teaching of a foreign language and include the preterite, future, and imperfect tenses in Spanish II textbooks.

All 22 teachers (100 percent) agreed the level of difficulty of the 1988 level one NSE and supplement was fair for the Credit by Examination program. All stated that the directions were clearly worded in all parts. One teacher (five percent) would have liked the directions to be given in Spanish in addition to English. Twenty-one teachers (99 percent) thought the general format of multiple-choice and fill-in test questions was good. One teacher (five percent) would

have liked the supplement to have more fill-in test items.

All 22 Spanish teachers (100 percent) liked the aural portion of the NSE recorded on a tape cassette; three teachers (14 percent) said it was good; four teachers (18 percent) said it was very good; fifteen teachers (68 percent) said it was excellent. The teachers gave various reasons for the cassette's high rating. Excellent voice clarity and good pronunciation and intonation by the variety of native speakers, both male and female, helped make this a high quality aural cassette. Three teachers (14 percent) did not think it was important to have native Spanish speakers record the aural portion of the NSE, provided that the persons speaking had good pronunciation and intonation. Nineteen teachers (86 percent) stated it was important to have well-educated native speakers record the cassette because they could authentically link words and give the proper intonation when asking questions. The nuances and subtleties found in speech patterns could only be performed by native speakers.

Four teachers (18 percent) rated the reading comprehension portion of the NSE good; eight teachers (36 percent) rated it very good; nine teachers (41 percent) rated it excellent. Yet, one teacher (five

percent) commented that although the two reading passages had very good material, they were too long. The majority thought the reading comprehension portion, with high-frequency verbs and varied vocabulary and grammatical structures, encompassed what a first-year student ought to know. In addition, many teachers agreed the challenging and interesting reading passages required the examinee to think critically in order to arrive at correct answers.

All 22 teachers (100 percent) stated it was important that the questions and multiple-choice answers of the reading comprehension portion be written in Spanish. They agreed comprehension should be tested in the target language. If languages were switched, concentration would be broken.

Twenty-one of the 22 teachers strongly agreed the NSE and supplement provided a good tool for predicting future performance in Spanish II. Only one teacher (five percent), doubting their predictive validity, said native speakers could guess and achieve the 80 percent needed. However, the majority said the NSE and supplement had a broad enough scope to test even native speakers.

When asked what part of the NSE and supplement they would change, seven teachers (32 percent)

responded they would not change anything. Fifteen teachers (68 percent) wanted to expand the supplement and have the examinee write more in the target language. Some suggestions included a dictation, an essay or paragraph on a general theme, a series of pictures where the examinee had to describe the events pictured, and sentence formation with given elements. Although a majority of the Spanish teachers wanted to add to the NSE and supplement, all 22 (100 percent) said they would recommend them for adoption for the Credit by Examination program and clearly preferred them to the current test used for that purpose.

It is interesting to note that none of the teachers interviewed had seen the current test before. All had the same exceedingly negative opinion of it as did the author, even those who earlier in the survey had said there was no problem with the tests in the Credit by Examination program.

Objective Three

Within the one month specified, using the information obtained through interviews with experienced district administrators, the author determined the specific guidelines to be followed for piloting the NSE and author-written supplement in the

remaining 1988-1989 school year (Appendix L:104). The author had these guidelines reviewed and critiqued by various administrators, including the Test Coordinator, the Curriculum Advisor, the Executive Director of Curriculum Services, two administrative curriculum consultants, and the administrative observer of this project.

The changes recommended by the administrators centered on the fact that each step in the guidelines required action by the consultant, teachers, test administrators, or Research and Development personnel. The guidelines should have stated the persons responsible for approval at each step. It was also recommended that test administrators receive a survey as soon as they finished administering the piloted exam in order that their responses be fresh, and that an additional step be added in which the data from the point biserial correlation would be evaluated according to specified criteria.

As a result of reviews by the administrators, the guidelines can now be rewritten incorporating their recommendations. Better guidelines will result in an effective pilot program which in turn will result in usable data for the Credit by Examination program.

CHAPTER V

Recommendations

In view of the results of this project, it is recommended that the guidelines for piloting the 1988 level one NSE and the author-written supplement be rewritten as per the recommendations of the administrators who critiqued them. Once they are rewritten, the guidelines should be reviewed again. Any new recommendations should then be incorporated into a final set of guidelines.

It is also recommended that when conducting evaluation interviews, a better rating system be used. Teachers should be asked to select a number from a scale of 1 through 5 when rating a particular aspect of a test. One would be the lowest rating and 5 the highest. In this way statistical analyses of the results would be facilitated.

It is further recommended that the suggestions for the supplement made by the Spanish teachers interviewed be carefully examined. Some suggestions would be impossible to include because of the non-teaching personnel who grade the exam. Yet, there are others

that merit consideration for inclusion in the supplement. Once changed, the supplement should be evaluated again by the district Spanish II and III teachers before the school district considers its adoption with the NSE for the Credit by Examination program. If adoption should occur, the test should be reviewed periodically, relative to the adoption of new textbooks which occurs not less than every five years, so that its objectives can be brought into alignment with any changes in the Spanish I course syllabus.

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APPENDICES

APPENDIX A

Credit by Examination Survey

Appendix A

INTER-OFFICE MEMORANDUM

TO: Teachers of Spanish II and III

FROM: Susan Segal, Western High School DATE: May 12, 1988

SUBJECT: Special Curriculum Department Project: "Credit by Examination"

Please fill out the following survey and return to Patricia LaMonica at Curriculum Services.

1. Have you taught students who have been given credit by examination? yes ___ no ___

If you answered "yes", please continue.

2. Have any of these students been placed in your Spanish II classes? yes ___ no ___

3. Have any of these students been placed in your Spanish III classes? yes ___ no ___

4. Have these students demonstrated by their over-all performance in class that they are correctly placed in an advanced Spanish class? yes ___ no ___

If you answered "no", please explain.

_____

_____

_____

5. Do you think there is a problem with the examinations given for "Credit by Examination" in Spanish? yes ___ no ___

If you answered "yes", please explain.

_____

_____

_____

Name _____ School _____

APPENDIX B

District's Spanish I Test

Appendix B

FOR COMPARISON PURPOSES ONLY

SPANISH I CREDIT BY EXAMINATION

Examination Booklet

A. Listening Comprehension

You will hear a question in Spanish. Three possible responses are printed on your examination sheet. You will hear the question a second time. On your scantron, mark the letter which best answers the question. Ready? Let's begin:

1. a) Sí, contesté las preguntas b) Sí, leí toda la noche c) Sí, estudié dos horas
2. a) No sé, no tengo reloj b) No sé, no tengo lápiz c) No sé, no tengo tiempo
3. a) Sí, llovió mucho b) Sí, la película era muy buena c) No, mi primo no fue con nosotros
4. a) Sí, iremos en junio b) Sí, es una ciudad moderna c) Sí, hace buen tiempo
5. a) Sí, escribía muchas cartas b) Sí, generalmente dormía ocho horas c) Sí, tomaba una siesta

B. Listening Comprehension: Numbers

You will hear the same number twice. Select the numerical equivalent on your examination sheet for the word you hear. Ready? Let's begin:

6. a) 5 b) 15 c) 50
7. a) 76 b) 67 c) 66
8. a) 88 b) 48 c) 84
9. a) 30 b) 13 c) 3
10. a) 79 b) 69 c) 99

C. Agreement of the Indefinite Article

You will hear the same word twice. Choose the indefinite article that goes with the word you hear and mark it on your scantron. Ready? Let's begin:

11. a) un b) una
12. a) un b) una
13. a) un b) una
14. a) un b) una
15. a) un b) una

D. Agreement of the Definite Article

You will hear the same word twice. Choose the definite article that goes with the word you hear and mark it on your scantron. Ready?

Let's begin:

16. a) el b) la c) los d) las
17. a) el b) la c) los d) las
18. a) el b) la c) los d) las
19. a) el b) la c) los d) las
20. a) el b) la c) los d) las
21. a) el b) la c) los d) las
22. a) el b) la c) los d) las
23. a) el b) la c) los d) las
24. a) el b) la c) los d) las
25. a) el b) la c) los d) las

E. Listening Comprehension: Telling Time

You will hear a time given in Spanish. You will hear it twice. Select the numerical answer that corresponds with the time you hear. Ready?

Let's begin:

26. a) 6:30 b) 6:15 c) 3:30
27. a) 8:03 b) 8:10 c) 8:13
28. a) 1:40 b) 12:40 c) 1:20
29. a) 4:15 b) 4:45 c) 3:45
30. a) 1:55 b) 2:05 c) 2:25

F. Verb Agreement

You will hear a sentence in Spanish. Then you will hear a new subject for that sentence. Select the verb form that goes with the new subject you hear. The new subject will be read twice. Ready? Let's begin:

31. a) vivimos b) viven c) vivo
32. a) comen b) como c) comemos
33. a) salgo b) sale c) sales
34. a) van b) vas c) va
35. a) tengo b) tiene c) tienes
36. a) trabaja b) trabajamos c) trabajo
37. a) gano b) ganan c) ganamos
38. a) escribes b) escribo c) escriben
39. a) sabemos b) sabe c) sé
40. a) hace b) haces c) hago

C. True-False

You will hear a statement in Spanish. You will hear it twice. Mark (a) if the statement is true or (b) if it is false. Ready? Let's begin:

41. a) true b) false

42. a) true b) false

43. a) true b) false

44. a) true b) false

45. a) true b) false

46. a) true b) false

47. a) true b) false

48. a) true b) false

49. a) true b) false

50. a) true b) false

****

H. Personal "A"

Mark (a) if a personal "a" is needed, mark (b) if it is not needed.

51. No tengo _____ hermanas.

52. Admiramos _____ su prima.

53. El profesor enseña _____ ____la lección.

I. Commands

Select the correct (translation) for the command given.

54. Don't talk!

a) ¡No habla! c) ¡No hablan!

b) ¡No hablen! d) ¡No hablon!

55. Go!

a) ¡Vaya! c) ¡Vayas!

b) ¡Va! d) ¡Van!

56. Read (ustedes) la leccion!

a) ¡Lean! c) ¡Lea!

b) ¡Leyan! d) ¡Leen!

J. Negative Sentences

Select the correct form of the negative and mark it on your scantron.

57. Yo _____ estudio en la noche.

a) nunca c) nadie

b) nada

58. We don't live in Las Vegas.

a) No vivimos en Las Vegas. c) No nosotros vivimos en Las Vegas.

b) Vivimos en Las Vegas.

59. No hay _____ en el refrigerador.

a) nada c) nunca

b) nadie

K. Reflexive Verbs

Choose the correct form of the reflexive pronoun and/or verb.

60. Tú debes acostar_____ ahora.

a) se c) nos

b) te d) os

61. El _____ lava las manos.

a) me c) se

b) te d) os

62. She takes a bath.

a) me baña c) se baña

b) te bañas d) se bañas

L. Adjective Placement and Agreement

Select the correct adjective or adjective placement.

63. La ciudad es _____.

a) grandes c) importante

b) moderno

64. Los edificios son _____.

a) altos c) moderno

b) bonitas

65. I have a red and black book.

a) Yo tengo un libro roja y negro.

b) Yo tengo un libro rojo y negro.

c) Yo tengo un libro rojo y negros.

M. "Tú" versus "Usted"

Mark the correct Spanish form of the underlined pronoun.

66. "Good morning Mr. Hernandez. How are you?"

a) tú b) usted

67. "Esteban, you look very pale."

a) tú b) usted

68. "Mom, my friend says I write well. Do you agree?"

a) tú b) usted

69. "Mrs. Ruiz, Juanita says you are moving. Is that true "

a) tú b) usted

70. "Hi Isabel, where are you going?"

a) tú b) usted

N. Contractions

Choose the proper form of the contraction if a contraction is needed.

71. Yo voy _____ tienda.

a) al c) a las

b) a la d) a los

72. Vamos _____ mercado.

a) a la c) a las

b) al d) a los

73. Ellos vienen _____ _____ cine.

a) de la c) del

b) de las d) de los

O. Interrogative Sentences

Select the correct word or sentence order for the following interrogative sentences.

74. ¿_____ dices?

a) ¿Qué? c) ¿Cuándo?

b) ¿Dónde?

75. Is John reading the book?

a) ¿Juan el libro lee? c) ¿Lee Juan el libro?

b) ¿Es lee Juan el libro?

76. Who is here?

a) ¿Quién está aquí? c) ¿Está aquí quién?

b) ¿Está quién aquí?

C. Possessive Pronouns

Match the possessive pronoun to the noun it modifies.

77. El profesor de inglés habla con (his) alumnos.

a) tus c) sus

b) su d) tu

78. Nosotros vamos al cine con (our) hija.

a) nuestra c) sus

b) tus d) nuestro

79. Yo estudio en casa con (my) hermano.

a) mi c) su

b) tu d) nuestro

D. Subject Pronouns

Replace the subject with the correct subject pronoun.

80. John and Mary went swimming.

a) él c) ellos

b) nosotros d) ella

81. Henry and I are friends.

a) nosotras c) ellos

b) yo d) nosotros

82. Mary lives in Las Vegas.

a) ella c) ellas

b) él d) yo

83. You have a pencil.

a) yo c) tú

b) él d) ella

E. Possession

Choose the correct answer for the Spanish possessive form.

84. John's house

a) La casa del Juan c) La casa de Juan

b) Juan's casa

85. The Spanish book

a) el libro de español c) el libro el español

b) el español libro

86. Jane's shoes

a) Juana's zapatos c) Los zapatos de Juana

b) El zapato de Juana

(7)

L. Direct Objects

Choose the appropriate object pronoun for the direct object. Be sure the sentence is in the proper order.

87. Miguel abre la puerta.

a) Miguel abre la c) Miguel la abre

b) Miguel lo abre

88. Take it!

a) ¡Lo tome! c) ¡Tómelo!

b) ¡Tomelo!

89. Quieres leer la carta.

a) Lo quieres leer c) Quieresla leer

b) Quieres leerla

90. ¿Invitas a tu tía?

a) ¿Invitas la? c) La invitas?

b) ¿Le invitas?

91. La profesora conoce a los alumnos.

a) La profesora conocelos c) La profesora las conoce

b) La profesora los conoce

T. Stem Changing

Select the proper form of the verb.

92. Paco _____ de la oficina a las cinco.

a) vuelves c) vuelvo

b) vuelve

93. El pájaro _____ por toda la casa.

a) vuela c) vuelas

b) vuelo

94. Mi hermano y yo _____ permiso a nuestros padres.

a) pedimos c) pido

b) pidieron

95. Juana y Enrique

a) piensa c) piensas

b) piensan

U. Future Tense Regular

Match the correct form of the future tense with the subject indicated.

96. Mi amigo y yo.

a) volveremos c) volvera

b) volvere

97. El y Pablo

a) cantara c) cantareis

b) cantaran

98. Yo no

a) ganare c) ganaran

b) ganara

99. Tu

a) aprenderas c) aprendereis

b) aprendere

V. Preterite Tense Regular

Match the correct form of the preterite tense with the subject indicated.

100. Yo

a) escuchaste c) escuche

b) escuché

101. Pablo y María

a) prometió c) prometí

b) prometieron

102. El caballo

a) salté c) salto

b) saltaron

(9)

103. Tú

a) aprendiste c) aprendisteis

b) aprendio

104. María

a) escribí c) escribiste

b) escribió

105. Paco y yo

a) abrimos c) abrieron

b) abrí

W. Imperfect Tense Regular

Match the correct form of the imperfect tense with the subject indicated.

106. I used to have una pluma roja.

a) tenías c) tenia

b) tenian

107. Were you looking at (tu) las flores?

a) ¿mirabá? c) ¿mirabas?

b) ¿mirabamos?

108. Mi primo y yo were living en Nueva York.

a) vivían c) vivías

b) vivíamos

109. They were speaking en español.

a) hablaba c) hablabas

b) hablaban

X. Irregular Verbs - all tenses

Choose the correct conjugation of the verb to agree with the subject.

110. ¿A qué hora _____ ustedes?

a) vendré c) vendrán

b) vendrás

(10)

111. Nosotros no _____.

a) oyeron c) oímos

b) oyó

112. Tú no _____ nada de eso a ellos.

a) dirán c) dirás

b) diremos

113. La criada _____ los vasos en la mesa.

a) puse c) puso

b) pusiste

114. Yo _____ a la iglesia el domingo.

a) fui c) fuiste

b) fue

115. Yo no _____ nada del accidente hasta las ocho.

a) supiste c) supe

b) supo

116. ¿Cuando (tú) _____ del restaurante?

a) saldrá c) saldras

b) saldré

117. Su primo y yo _____ novios.

a) eran c) eras

b) éramos

118. El y yo no _____ nada a ellos.

a) dimos c) dieron

b) diste

119. Ellos siempre _____ a las montañas en el verano.

a) iba c) íbamos

b) iban

(11)

V. Verb Translation: All Tenses

Choose the verb tense which correctly translates the English phrase.

120. Will you want to buy another next year?

a) ¿querías comprar?
b) ¿querrás comprar?
c) ¿quisiste comprar?

121. They bought a new one.

a) compraron
b) compran
c) compraban

122. She closes the door.

a) cerrará
b) cierra
c) cerraba

123. We were dancing.

a) bailamos
b) bailaremos
c) bailabamos

124. He opened the door.

a) abrió
b) abrirá
c) abre

125. I know John.

a) conocí
b) conoceré
c) conozco

126. Will you listen to the teacher?

a) ¿escucha?
b) ¿escuchará?
c) ¿escuchó?

127. He used to see them every summer.

a) veía
b) verá
c) vio

128. They played football yesterday.

a) juraran
b) juraron
c) jueran

129. I used to walk to school

a) anduve c) andare

b) andaba

2. Ser versus Estar

Read the situation! Answer with the correct form of ser or estar.

130. Las muchachas _____ altas.

a) son c) es

b) están d) está

131. Pablo y Anita _____ españoles.

a) son c) es

b) están d) está

132. Sus pantalones _____ verdes.

a) son c) es

b) están d) está

133. Tú _____ bonita.

a) eres c) estáis

b) estás d) sois

134. Yo _____ bien, gracias.

a) estoy c) es

b) soy d) esta

135. _____ las diez y cuarto.

a) Es c) está

b) Son d) están

136. Mi hermano _____ médico.

a) es c) eres

b) está d) estas

137. ¿Dónde _____ las chicas?

a) es c) son

b) está d) estan

(13)

138. Las flores _____ _____ en la mesa.

a) es
c) son
b) está
d) están

139. Mi vecino y yo _____ de Tejas.

a) estoy
c) estamos
b) está
d) somos

AA. Dialogue

Read the dialogue carefully. Answer the questions pertaining to what you read.

Mamá: - Tienes que levantarte ahora, Luis. Ya son las ocho.

Luis: - Tengo mucho sueño, mamá. Estamos en vacaciones. Hoy no deseo levantarme temprano.

Mamá: - ¡Qué perezoso! Tu hermana Teresa se levantó hace media hora. Queremos ir de compras. Esta mañana queremos comprarte un traje.

Luis: - Gracias, mamá, pero....otro día. Quiero dormir.

Mamá: - Tenemos que salir muy pronto. Vamos a comprar muchas cosas. Teresa también necesita un vestido y un par de zapatos.

Luis: - ¡Ay de mí! Entonces pierdo todo el día. Teresa siempre necesita tres horas para comprar un vestido. Cuando entra en una tienda, mira veinte vestidos. Luego, en la zapatería examina doce pares de zapatos, pero nunca encuentra nada.

140. Louis' mother wants him to

a) wash up
c) get up
b) go to bed
d) go to school

141. Teresa has been up since

a) 8:00
c) 7:30
b) 7:00
d) 8:30

142. The mother wants to take Louis and his sister

a) to the movies
c) to the park
b) to church
d) shopping

143. Teresa needs

a) a pair of shoes
c) a new coat
b) a new suit
d) a pair of gloves

(14)

144. Louis is not looking forward to this day because

a) he must go to school
b) he wants to go shopping
c) his sister takes too much time in the store
d) he doesn't need anything

145. Louis' mother wants to buy him

a) a pair of shoes
b) a vest
c) a suit
d) a tie

B8 Dialogue

Read the dialogue carefully. Answer the questions pertaining to what you read.

Paco, un indio de diez y ocho años fue a la escuela para estudiar para médico. A la puerta encontró al profesor.

— Me llamo Paco Morelos, señor, y quiero ser médico, dijo el muchacho.

El profesor le preguntó, — ¿Sabe usted leer y escribir?

— Sé escribir, pero no sé leer.

—¡Eso es raro! ¡Saber escribir y no saber leer! ¡Imposible! A ver, escriba tres o cuatro palabras en este papel.

— Con todo gusto, dijo Paco, y escribió algunas palabras en el papel.

El profesor examinó el papel pero fue imposible leer las palabras que Pablo escribió.

— ¿Qué significan estas palabras? le preguntó el profesor a Paco.

— No sé, señor profesor. Yo le dije que sé escribir pero no sé leer.

146. Paco is a boy of

a) 8
b) 10
c) 18
d) 21

147. Paco wants to become a

a) teacher
b) farmer
c) doctor
d) lawyer

148. The two characters in the story met

a) at the market
b) on the street
c) at the school door
d) on the corner

149. Paco said he could

a) read and write
b) write but not read
c) read but not write
d) neither read nor write

150. After studying the paper, the teacher remarked

a) "What do these words mean?"
b) "I didn't say I could read."
c) "That's strange!"
d) "Can you read and write?"

APPENDIX C

District's French I Test

Appendix C

FRENCH I
CREDIT BY EXAMINATION

FOR COMPARISON PURPOSES ONLY

Name _____ Date _____ School _____ Class _____

I: Dictée - You will hear a series of sentences, listen carefully, then write the word or words that have been omitted below. (10 points)

1. Les nuages sont _____
2. Ils travaillent très _____
3. Ta soeur est _____
4. _____ le français
5. Leur voiture est _____
6. Les deux amies _____ des limonades
7. Marie va en ville _____

II. Ecoutons - You will hear a series of questions. After each question, you will hear two responses, listen carefully, then write the letter that corresponds to the appropriate response. (16 points)

1. (a) ils ont cinq francs
   (b) ils ont cinq ans
   _____
2. (a) oui, une limonade, s'il vous plaît
   (b) oui, une glace, s'il vous plaît
   _____
3. (a) il est six heures
   (b) il fait du soleil
   _____
4. (a) oui, ils rentrent chez eux
   (b) oui, ils vont passer un examen
   _____
5. (a) oui, j'aime bien dormir le matin
   (b) oui, J'aime aller au théâtre
   _____
6. (a) oui, elle travaille au café
   (b) oui, elle travaille au supermarché
   _____
7. (a) ils ont soif
   (b) ils ont tort
   _____
8. (a) oui, il a faim
   (b) oui, il a déjà dîné
   _____

III. Vocabulaire - Fill in each blank with the letter that corresponds to the word or phrase that best completes the sentence. (18 points)

1. Ma soeur est vendeuse. Elle travaille _____
(a) au marché (b) au magasin (c) au café

2. Les enfants ont sommeil? oui, ils sont _____
(a) fatigués (b) fiancés (c) marins

3. Sa mère va à Paris. Elle a peur des avions et elle est _____
(a) étrangère (b) libre (c) inquiète

4. Son cousin enseigne l'anglais. Il est _____
(a) élève (b) étudiant (c) professeur

5. La ville où elle habite est _____ loc
(a) au bord du (b) au dessous du (c) au dessus du

6. Il est acteur. Il aime _____
(a) la poste (b) les avions (c) le théâtre

7. Ma cousine fait un stage à Air France. Elle est _____
(a) ménagère (b) hôtesse de l'air (c) infirmière

8. _____ apporte des lettres à la maison.
(a) le vendeur (b) le facteur (c) la secrétaire

9. Quand on est très fatigué, il faut _____
(a) dormir (b) grossir (c) réussir

IV. For each adjective on the left, find the adjective on the right that is its opposite and write the letter of that word in the blank provided (16 points)

1.	_____ beau	A.	vieux
2.	_____ calé	B.	brun
3.	_____ nouveau	C.	court
4.	_____ blond	D.	mauvais
5.	_____ long	E.	petit
6.	_____ bon	F.	laid
7.	_____ occupé	G.	libre
8.	_____ grand	H.	bête

V. Complete each sentence with the appropriate present tense form of the verb in parentheses. (20 points)

MODEL: Je _____ français = Je parle français
Parler

1. Tu _____ en hiver
grossir

2. Ils _____ à sept heures
partir

3. Nous _____ du ski nautique
faire

4. Vous _____ raison
avoir

5. Elle _____ aux questions
répondre

6. Ils _____ le flamand
comprendre

7. Je _____ répondre à la question
pouvoir

8. Elle _____ travailler à Air France
vouloir

9. Ils _____ que l'examen est facile
croire

10. Nous _____ les animaux
voir

VI. Fill in each blank with the letter that corresponds to the word or phrase that best completes the sentence. (40 points)

1. Il _____ du vent
(a) va (b) est (c) fait

2. Quelle heure _____ il
(a) est (b) a (c) fait

3. Paul _____ froid
(a) est (b) a (c) fait

4. Suzanne _____ seize ans
(a) est (b) a (c) va

5. Nous _____ sommeil
(a) allons (b) sommes (c) avons

6. Vous _____ fatigués
(a) faites (b) êtes (c) avez

7. Ils _____ faim
(a) ont (b) sont (c) vont

8. _____ maison est sur la colline
(a) cette (b) a (c) cet

9. Je donne _____ argent à Paul
(a) cette (b) cet (c) ces

10. _____ aime les examens?
(a) pourquoi (b) qui (c) quel

11. _____ allez-vous?
(a) qui (b) quelle (c) où

12. _____ va à la poste?
(a) quel (b) qui est-ce que (c) qui

13. Ils jouent _____ football
(a) du (b) le (c) au

14. Il neige _____ hiver
(a) en (b) au (c) à la

15. _____ pantalon veux-tu?
(a) quelle (b) quels (c) quel

16. Je _____ un chien
(a) peut (b) veux (c) voit

17. _____ est-ce qu'ils attendent?
(a) quoi (b) qui (c) quel

18. C'est un _____ examen
(a) bon (b) bonne (c) bons

19. C'est un _____ avion
(a) nouveau (b) nouvel (c) nouvelle

20. Il n'a pas _____ vélo
(a) de (b) un (c) du

VII. Complete each sentence using the appropriate present tense form of the verb from the sentence immediately preceding it. (20 points)

MODEL: J'ai un frère, lui, il a deux frères

1. Mon ami est français. Mes cousins _____ américains.
2. Je fais du ski nautique., Vous _____ un voyage
3. Vous avez raison. J' _____ tort.
4. Tu vas en France. Ils _____ en Espagne
5. Nous pouvons partir à 6h. Il _____ partir à midi
6. Vous voulez aller au cinéma. Je _____ aller au théâtre
7. Il croit que j'ai tort. Mais nous _____ qu'ils arrivent bientôt
8. Je vois le pilote et vous, vous _____ l'hôtesse
9. Tu prends du coca-cola et ils _____ des grenadines
10. Il apprend le français; nous _____ l'allemand.

VIII. Using ne---pas make the following sentences negative. (8 points)

1. Nous croyons l'histoire

_____

2. Ils vont aller en Espagne.

_____

3. Nous apprenons l'espagnol.

_____

4. Ils prennent des grenadines.

_____

IX. Write the following sentences from the present in the passé composé. (16 points)

MODEL: Pierre parle au professeur - Pierre a parlé au professeur

1. Nous posons une question.

_____

2. Il ferme la porte

_____

3. Nous ne finissons pas l'examen.

_____

4. Tu vends ton vélo?

_____

5. J'apprends ce poème.

_____

6. Ils choisissent ce roman.

_____

7. Vous n'apprenez pas la chanson.

_____

8. Elle dort en classe

_____

X. Using a form of Aller, put the following sentences into the future. (10 points).

MODEL: Le professeur parle avec les élèves
Le professeur va parler avec les élèves

1. Ils partent à midi.

_____

2. Elle répond aux questions

_____

3. Vous voyez l'hôtesse.

_____

4. Nous croyons l'histoire.

_____

5. Vous faites un voyage.

_____

XI. Rewrite the following sentences replacing the underlined words with the appropriate object pronoun le - la - l'. (12 points)

MODEL: Je vois cette vendeuse = Je la vois

1. Pierre joue le rôle principal

_____

2. Elle cherche ces livres

_____

3. J'aime cette maison sur la colline

_____

4. Elles vont rencontrer leurs amies en hiver

_____

5. Je ne vois pas le pilote

_____

6. Nous attendons Sara et Anne

_____

XII. Read the passage below. Then, based on the passage, answer each question oui or non. (14 points)

C'est aujourd'hui samedi. Pierre est à la maison. Il veut jouer au tennis, mais il fait froid et il va pleuvoir peut-être. Alors, vers midi, il téléphone à sone ami Michel:

PIERRE: Allo, Michel. Ici Pierre. Allons en ville cet après-midi. J'ai regardé le journal et il y a un bon film policier en ville.

MICHEL: Je voudrais bien aller au cinéma, mais je n'aime pas les films policiers. Je crois qu'on joue un western américain au Rex. Tu veux le voir?

PIERRE: Bein sûr. Papa reste à la maison et je peux prendre la voiture.

1. Pierre est chez lui? _____

2. Pierre va jouer au tennis? _____

3. Il fait mauvais aujourd'hui? _____

4. Pierre a téléphone au cinéma? _____

5. Michel veut voir un film policier? _____

6. Les garçons choisissent un film américain? _____

7. Les garçons vont aller en ville en voiture? _____

APPENDIX D

District's German I Test

Appendix D

GERMAN I

CREDIT BY EXAMINATION

FOR COMPARISON PURPOSES ONLY

NAME_____ DATE_____ SCHOOL_____
CLASS_____

I. Present tense verb forms: Fill in each blank with the correct present tense form of the verb in parentheses.

1. (essen) Wann_____du dein Pausebrot?
2. (sprechen) Warum_____er nicht mit Peter?
3. (sehen) Marianne_____die Kleinen im Hof.
4. (lesen) _____du jetzt die Zeitung?
5. (nehmen) Klaus_____die Schultasche.
6. (haben) Marianne_____jetzt Mathe.
7. (haben) Und ihr? Was_____ihr?
8. (anrufen) Elke_____.
9. (aufhören) Ich_____.
10. (sein) Wir_____heir.
11. (reiten) _____ihr gern?
12. (umherlaufen) Das Mädchen_____.
13. (sein) Wo_____du, Gabi?
14. (arbeiten) Peter_____am leibsten.
15. (aufhaben) Was_____du_____?
16. (geben) Er_____Marianne die Kreide.
17. (sein) Wann_____ihr fertig?
18. (verlassen) Marianne_____die Schule.
19. (mögen) Ich_____Kartoffelsalat.
20. (möchten) Hans_____seine Freunde einladen.

II. Commands: For each cue, write two commands, the first addressed to an adult, the second to a friend of yours.

1. (eine Party geben)

_____ _____

2. (die Platten bringen)

_____ _____

3. (die Einladung lesen)

_____ _____

4. (vorsichtig sein)

_____ _____

5. (nicht weglaufen)

_____ _____

For each cue write two commands, the first to two or more friends, the second using "wir" or "let's" form.

6. (den Vogel nicht stören)

_____ _____

7. (das Tier behalten)

_____ _____

8. (die Schlange nicht anfassen)

_____ _____

9. (den Elefanten fotografieren)

_____ _____

10. (den Hirsch streicheln)

_____ _____

III. **Future tense and modal verb forms:** Rewrite the following sentences, using the modal verb given in parentheses.

1. Sie gibt eine Party. (wollen)

_____

2. Wir rufen ihre Freunde an. (sollen)

_____

3. Sie lädt den Dirk auch ein. (dürfen)

_____

4. Er kommt aber nicht. (können)

_____

5. Er arbeitet fur seinen Vater. (müssen)

_____

6. Die Jungen sorgen für die Musik. (müssen)

_____

7. Bringst du deine Platten mit, Helga? (können)

_____

8. Isst du noch etwas, Hans? (wollen)

_____

9. Trinkt ihr noch etwas? (möchten)

_____

10. Diese Party ist toll. (sollen)

_____

11. Du brauchst neue Jeans. (werden)

_____

12. Kommt ihr mit? (werden)

_____

13. Ich habe morgen nichts vor. (werden)

_____

14. Wir fahren diesen Samstag. (werden)

_____

15. Die beiden finden schon etwas. (werden)

_____

IV. Noun Plurals: Write the plural form of each noun.

1.	Geige	die_____	2.	Lineal	die_____
3.	Hof	die_____	4.	Frau	die_____
5.	Nummer	die_____	6.	Telefon	die_____
7.	Vater	die_____	8.	Spiel	die_____
9.	Lehrerin	die_____	10.	Bruder	die_____
11.	Anfänger	die_____	12.	Tochter	die_____
13.	Mädchen	die_____	14.	Lehrer	die_____
15.	Junge	die_____	16.	Kind	die_____
17.	Bild	die_____	18.	Mutter	die_____
19.	Sohn	die_____	20.	Auto	die_____

V. Definite articles and pronouns (nominative and accusative): For each pair of sentences, fill in the blank on the left with the appropriate form of the definite article. Fill in the blank on the right with the appropriate form of the pronoun.

1. _____Buch ist nicht hier. _____ist nicht heir.
2. Ich brauche_____Buch nicht. Ich brauche _____nicht.
3. _____Radiergummi ist nicht heir. Ich brauche_____nicht.
4. Brauchst du_____Plattenspieler? Ich brauche_____nicht.

5. Kaufst du_____Radio? Nein, ich kaufe_____nicht.
6. Hast du_____Cassetten? Nein, ich habe_____nicht.
7. Nimmst du_____Platte? Nein, ich nehme_____nicht.
8. Kennst du_____Schlagzeuger? Wir kennen_____nicht.
9. _____Nummer ist richtig. _____ist richtig.
10. Ich verstehe_____Musik. Ich verstehe_____.
11. Wo schwimmen_____Kinder? Wo schwimmen_____?
12. Schreibt er_____Aufsatz? Schreibt er_____?
13. Ist_____Antwort richtig? Ist_____richtig?
14. Ist_____Kuli billig? Ja,_____ist billig.
15. Ist_____Tafel schmutzig? Ja,_____ist schmutzig.

VI. Indefinite articles, possessives, "ein" words (nominative and accusative): Fill in each blank with the correct ending. If no ending is required, write a dash in the blank.

1. Dein_____Langspielplatten sind hier.
2. Ich glaube, dein_____Bruder hat dein_____Platten.
3. Siehst du mein_____Plattenspieler?
4. Wo hast du sein_____Radio?
5. Kennst du ihr_____Stimme?
6. ie heisst eurer_____Lehrerin?
7. Das ist ihr_____Geige.
8. Kennst du mein_____Onkel?
9. Er leitet sein_____Gruppe.
10. Siehst du unser_____Klavier?
11. Ihr_____Kinder haben mein_____Bucher.
12. Sein _____Mutter macht sein_____Hausaufgaben.
13. Ich habe kein_____Hunger.

14. Ich trage kein_____Brille.

15. Ich mag kein_____Kartoffelchips.

VII. Propositional/nominative and accusative determiners ("der" words): Fill in each blank with the appropriate form of the determiner given in parentheses.

1. (der) Das Geld is fur_____Urlaub.
2. (die) Wir fahren nicht ohne_____Kinder.
3. (das) Die Bergsteiger wandern durch_____Gebirge.
4. (der) Die Spazierganger laufen um_____See.
5. (dieser) Kennst du_____Unterschrift?
6. (welcher) _____Datum haben wir heute?
7. (jeder) _____Brief kostet 50 Pfenning.
8. (welcher) _____Hund mochtest du?
9. (jeder) _____Tier braucht Futter.
10. (dieser) Wer will_____Brief schreiben?

VIII. Listening comprehension (listening, familar and formal forms of address, spelling): You will hear a series of statements and questions. Write in German what you hear in German. Some sentences will use the familar form of address, while others use the formal form.

1. _____

_____.

2. _____.

_____.

3. _____

_____.

4. _____.

_____.

5. _____?

_____.

6. _____

_____.

7. _____?

_____.

8. _____

_____?

9. _____

_____.

10. _____?

_____.

APPENDIX E

Ethnic Distribution of Hispanics

in Junior and Senior High Schools

Appendix E

ETHNIC DISTRIBUTION OF HISPANICS IN JUNIOR HIGH SCHOOLS

	1980	1982	1984	1986	1988
Junior High School #1	6.5%	9.6%	9.4%	15.1%	15.2%
Junior High School #2	18.6%	21.2%	22.8%	24.8%	26.5%
Junior High School #3	9.6%	12.4%	14.7%	15.8%	21.4%
Junior High School #4	6.5%	6.2%	7.2%	9.2%	12.0%
Junior High School #5	7.2%	8.6%	10.5%	13.0%	11.8%
Junior High School #6	5.9%	4.9%	5.7%	5.0%	8.8%
Junior High School #7	1.8%	1.5%	1.7%	2.6%	3.0%
Junior High School #8	3.2%	3.0%	3.0%	4.8%	4.3%
Junior High School #9	1.3%	1.8%	1.6%	2.5%	4.0%
Junior High School #10	1.4%	1.4%	2.1%	2.0%	3.4%
Junior High School #11	2.1%	2.1%	2.1%	1.8%	5.0%
Junior High School #12	5.8%	4.7%	5.4%	6.6%	10.5%
Junior High School #13	2.0%	2.6%	3.8%	5.4%	6.3%
Junior High School #14	6.0%	5.3%	4.2%	6.6%	11.0%
Junior High School #15	1.8%	1.9%	3.5%	4.6%	4.6%
Junior High School #16	1.2%	2.1%	3.1%	3.6%	4.0%
Junior High School #17	6.7%	7.0%	4.3%	4.7%	4.9%
Junior High School #18	0.6%	0.7%	0.9%	3.2%	1.9%
Junior High School #19	(constructed in 1983)		9.1%	7.5%	8.5%

ETHNIC DISTRIBUTION OF HISPANICS IN HIGH SCHOOLS

	1980	1982	1984	1986	1988
High School #1	12.6%	14.2%	15.6%	17.5%	20.6%
High School #2	9.6%	9.6%	9.2%	10.4%	12.6%
High School #3	4.1%	5.1%	4.3%	5.4%	6.5%
High School #4	2.4%	2.3%	3.3%	3.0%	4.1%
High School #5	1.4%	1.8%	2.2%	2.6%	2.9%
High School #6	1.4%	1.8%	2.2%	2.6%	4.4%
High School #7	3.0%	3.9%	4.1%	4.4%	6.2%
High School #8	2.7%	2.6%	2.1%	4.0%	4.7%
High School #9	0.4%	1.3%	1.6%	1.1%	2.0%
High School #10	1.2%	2.8%	2.4%	3.0%	3.6%
High School #11	6.4%	6.9%	8.2%	8.9%	10.1%
High School #12	6.3%	5.7%	10.4%	5.8%	6.4%
High School #13	4.7%	5.4%	9.2%	8.6%	11.9%
High School #14	8.4%	6.9%	6.9%	6.7%	5.8%
High School #15	13.5%	9.0%	8.5%	9.3%	9.7%
TOTAL DISTRICT	5.3%	5.6%	6.2%	7.2%	8.5%

APPENDIX F

Level One 1988 National Spanish Exam

Appendix F

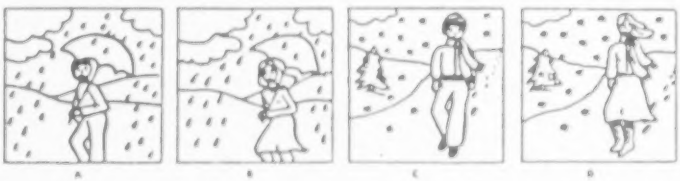
FOR COMPARISON PURPOSES ONLY

1988 AATSP NATIONAL SPANISH EXAMINATIONS

LEVEL I

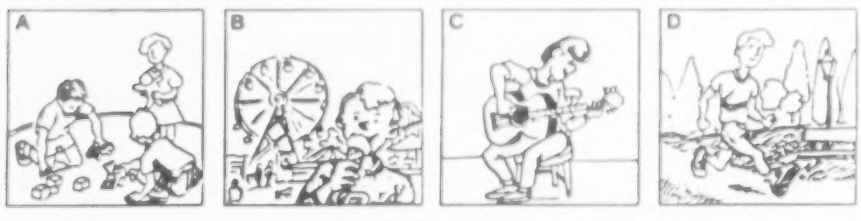
Part A

For each question in this part you will hear a single sentence. From the four pictures in your test booklet, choose the one which corresponds to the spoken sentence and mark your answer on your answer sheet. For example, you hear: *El chico camina en la nieve.* Now look at the four pictures printed in your test booklet.

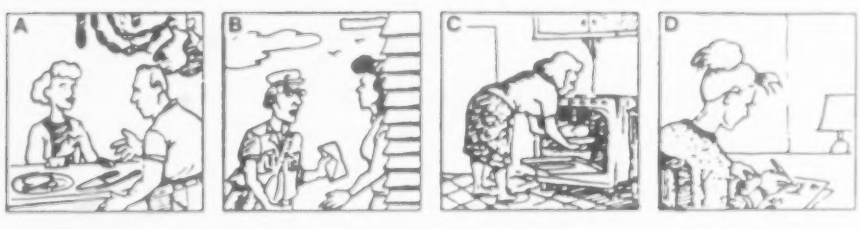


The correct answer is picture C, so you would mark the letter C on your answer sheet.

1



2



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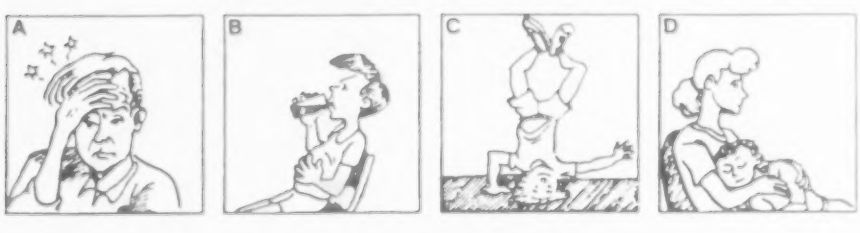

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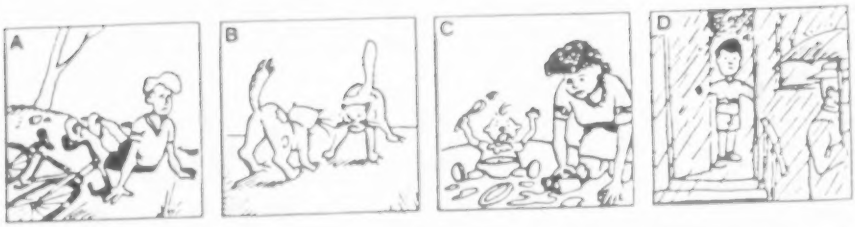
5



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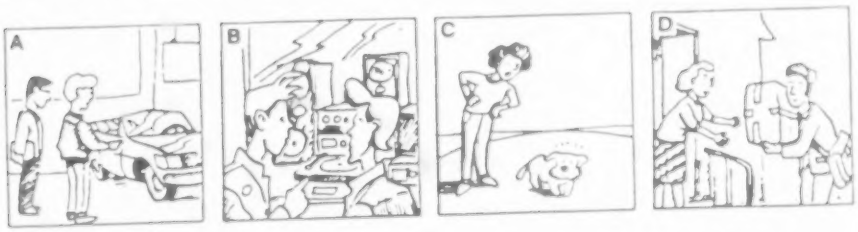
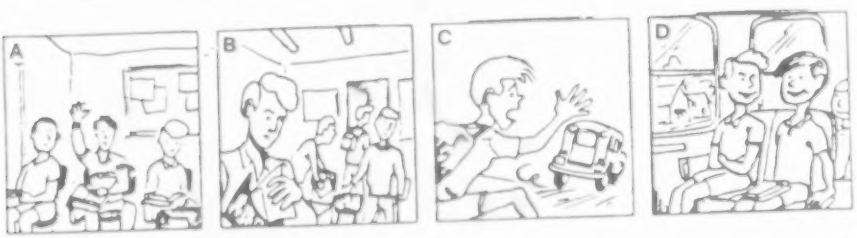


7



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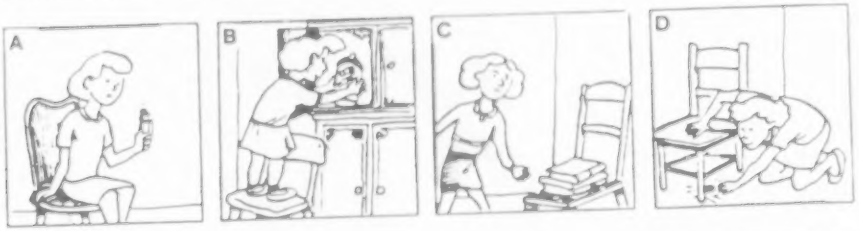
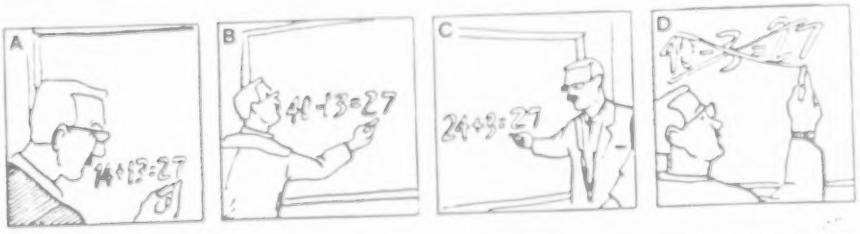


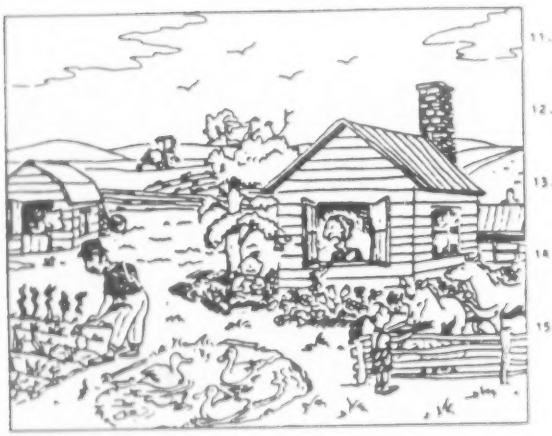
9



10

Part B

In this part you will see two pictures. You will hear several questions based on each of them. In the pause following each question, you are to select the best answer from the four choices printed in your test booklet. You will have five seconds to look at each picture before the questions begin.



11. (A) En la calle.
    (B) En la ciudad.
    (C) En el campo.
    (D) En el lago.

12. (A) Está jugando con los animales.
    (B) Está trabajando con las verduras.
    (C) Está furiosa.
    (D) Está alegre.

13. (A) Con las plantas.
    (B) Con el niño.
    (C) Con el gato.
    (D) Con las vacas.

14. (A) Uno.
    (B) Dos.
    (C) Tres.
    (D) Cuatro.

15. (A) Hace buen tiempo.
    (B) No hace nada.
    (C) Es tarde.
    (D) Es la mañana.

16. (A) Una familia.
    (B) Los abuelos.
    (C) Un hombre.
    (D) Una mujer.

17. (A) Un reloj.
    (B) Una lámpara.
    (C) Una cámara.
    (D) Un perro.

18. (A) Un vestido.
    (B) Un sombrero.
    (C) Cafés.
    (D) Juguetes.

19. (A) Dos.
    (B) Seis.
    (C) Siete y media.
    (D) Ocho.

20. (A) En el suelo.
    (B) En la silla.
    (C) En la pictura en la pared.
    (D) En las piernas del abuelito.

Part C

In this part you will hear a series of short conversations. Each conversation is followed by one spoken question. In the pause following each question, you are to choose the best answer from the four choices printed in your test booklet, and mark your answer on your answer sheet.

21. (A) En el comedor de su casa.
(B) En un mercado.
(C) En la panadería.
(D) En un restaurante.

22. (A) Hoy.
(B) El miércoles.
(C) El sábado.
(D) En dos semanas.

23. (A) No quiere estudiar.
(B) Está tomando un examen.
(C) No sabe cuándo es el examen.
(D) No encuentra sus apuntes.

24. (A) A ver una película.
(B) Al partido de fútbol.
(C) A la escuela.
(D) A ninguna parte.

25. (A) Estudia en la Universidad de Colombia.
(B) Tiene familia colombiana.
(C) Sus hijos viven en Colombia.
(D) Va a ir a Colombia el próximo verano.

26. (A) En el campo.
(B) En su casa.
(C) En el banco.
(D) En la tienda.

27. (A) Al teatro.
(B) A la agencia de viajes.
(C) A un país extranjero.
(D) Al centro.

28. (A) No encuentra sus cosas.
(B) No conoce este lugar.
(C) Graciela viene esta noche.
(D) Su mamá arregla su cuarto.

29. (A) El marido.
(B) El camarero.
(C) El cartero.
(D) El correo.

30. (A) Después ... desayuno.
(B) Antes de la cena.
(C) Temprano por la mañana.
(D) A medianoche.

This is the end of the Listening Section of the Level I Exam
Go on to the Reading Section

READING SECTION

Part D

This part has a number of incomplete statements, each having four suggested completions. Choose the best completion from the four choices printed in your test booklet, and mark your answer on your answer sheet.

31. Tengo mucha suerte porque soy la .... favorita de mi abuela.

(A) hija
(B) sobrina
(C) nieta
(D) prima

32. No sé qué hora es; no tengo ....

(A) calor
(B) reloj
(C) tiempo
(D) calendario

33. Cada día leo las noticias en ....

(A) el periódico
(B) el diccionario
(C) la lección
(D) el papel

34. Mis primos tienen una casa en .... a 50 kilómetros de la ciudad.

(A) un pastel
(B) un pueblo
(C) una alcoba
(D) una silla

35. Queremos dar un paseo en ....

(A) la pared
(B) la puerta
(C) la pizarra
(D) la plaza

36. Es un maestro muy malo y nunca .... las preguntas de los estudiantes.

(A) habla
(B) contesta
(C) sirve
(D) escribe

37. Manuel aprende con mucha facilidad; es un chico ....

(A) lento
(B) listo
(C) aburrido
(D) egoísta

38. Anita vive en el último .... de ese edificio.

(A) grado
(B) almacén
(C) piano
(D) piso

39. En la sala de mi casa hay ....

(A) camas y cómodas
(B) pupitres y pizarrones
(C) un sofá y dos sillones
(D) una ducha y un lavabo

40. Me gusta el frío; por eso prefiero ....

(A) el invierno
(B) el verano
(C) el lunes
(D) el fin de semana

41. --Hola Rafael, ¿qué tal?
--Pues, ...

(A) así, así
(B) de nuevo
(C) de nada
(D) hasta luego

42. ¡Qué linda es Cecilia! Tiene unos .... azules preciosos.

(A) dedos
(B) dientes
(C) ojos
(D) brazos

43. Generalmente servimos el café en ....

(A) una copa
(B) una taza
(C) un plato
(D) un tenedor

44. ¿Cuál es la .... de hoy? ¿Es el siete?

(A) hora
(B) suma
(C) cifra
(D) fecha

45. Seis y nueve son ....

(A) quinientos
(B) cincuenta
(C) quince
(D) cinco

46. Manuel es una persona .... Da mucho dinero a los pobres.

(A) generosa
(B) tímida
(C) callada
(D) divertida

47. Eva es muy perezosa. .... trabaja.

(A) Frecuentemente
(B) Casi siempre
(C) Fácilmente
(D) Casi nunca

48. Luis está muy contento porque su hijo va a .... el piano.

(A) jugar
(B) tocar
(C) soñar
(D) saltar

49. El mercado está muy lejos de casa; por eso voy ....

(A) en autobús
(B) a pie
(C) a menudo
(D) en camino

50. Mi hermana quiere .... nueva para usar con su falda de color marrón.

(A) una cubierta
(B) una planta
(C) una blusa
(D) una silla

Part E

In this part you are to choose the word or phrase that will make the sentence grammatically correct, and mark your answer on your answer sheet.

51. Tu hermana y .... preferimos pasar las vacaciones en la montaña.

(A) él
(B) tú
(C) mí
(D) yo

52. Tenemos .... ayudar a los hermanos menores.

(A) a
(B) que
(C) en
(D) de

53. ¿Es verdad que el examen final es .... lunes?

(A) el
(B) al
(C) en
(D) en el

54. Allí .... Marcos con sus amigos.

(A) es
(B) son
(C) está
(D) están

55. No encuentro .... Sra. Muñoz.

(A) a
(B) al
(C) la
(D) a la

56. Tu mamá me .... todos los días.

(A) despiertas
(B) despiertas
(C) despierto
(D) despierta

57. Mis hermanas siempre ponen .... discos en la fiesta.

(A) su
(B) son
(C) nuestros
(D) nuestras

58. Voy a comprar .... camisa; es muy bonita.

(A) esto
(B) este
(C) está
(D) esta

59. La estudiante oye la pregunta y después ....

(A) pensar
(B) piensa
(C) piensan
(D) pensando

60. Mis amigas .... de mal humor hoy.

(A) están
(B) son
(C) está
(D) es

61. ¿Dónde está tu novia? No .... veo.

(A) la
(B) me
(C) te
(D) ella

62. Empezamos .... buscar los libros.

(A) de
(B) a
(C) en
(D) que

63. Los abuelos de Isabel son de Madrid; son ....

(A) española
(B) español
(C) españolas
(D) españoles

64. ¿.... son esas dos muchachas que están en el café?

(A) Quién
(B) Quiénes
(C) Cuántas
(D) Cuándo

65. Voy a .... a Europa en julio.

(A) viajo
(B) viaje
(C) viajar
(D) viajando

66. Hay .... mil personas que viven en esa ciudad.

(A) cientos
(B) cientas
(C) ciento
(D) cien

67. Mi abuela todavía es joven. .... 50 años.

(A) Es
(B) Está
(C) Tiene
(D) Hace

68. Los problemas están imposibles. No .... entiendo.

(A) las
(B) los
(C) deles
(D) delos

69. Camilo habla mucho pero no hace ....

(A) algo
(B) nada
(C) algún
(D) ninguno

70. ¿Es la casa .... doctista Roberto Arroyo?

(A) al
(B) de
(C) de la
(D) del

Part F

Read the following passages carefully for comprehension. Each passage is followed by a number of questions or incomplete statements. Choose the answer or completion that is best according to the passage, and mark the corresponding space on your answer sheet.

Stacie tiene muchas ganas de volver a la playa de Sosúa, en el norte de la República Dominicana, el próximo julio. Su papá le prometió otras vacaciones en Sosúa si ella saca buenas notas en todas sus clases. Ella no piensa en otra cosa. Vive aquí en las montañas de Colorado y tiene que esperar siete meses más antes de ver la playa dominicana de nuevo. Prefiere nadar en el agua mucho más que en la nieve. Sueña con la playa maravillosa, con el agua tan azul y clara que se puede ver los dedos de sus pies cuando camina en el mar. La temperatura es muy agradable y siempre hay brisa. Stacie recuerda también a los vendedores de coco en la playa y los regalos que compró para sus amigos y sobre todo recuerda al dominicano Jesús, su amigo favorito, a quien escribe frecuentemente. Hay tanto que hacer allí en Sosúa y aquí hay sólo clases. Siete meses parecen eternos, y las clases son tan difíciles... ¿Cómo puede estudiar cuando piensa sólo en la playa?

71. ¿Dónde estudia Stacie?

(A) En Colorado.
(B) En Sosúa con sus tíos.
(C) Cerca de la playa.
(D) Lejos de sus padres.

72. ¿Qué necesita hacer Stacie?

(A) Salir bien en sus clases.
(B) Esperar dos años más.
(C) Viajar por siete meses.
(D) Mandarle los regalos a Jesús.

73. ¿Qué venden en la playa de Sosúa?

(A) Brisas.
(B) Dedos.
(C) Cocos.
(D) Jesús.

74. ¿Quién es Jesús?

(A) Un compañero de clase.
(B) Un vendedor de esquís.
(C) Un muchacho de la República Dominicana.
(D) Un amigo de sus padres.

75. ¿En qué piensa constantemente Stacie?

(A) En visitar Sosúa por primera vez.
(B) En volver a la República Dominicana.
(C) En un viaje a las montañas.
(D) En un compañero de clase.

Queridos padres,

Todo el clase está visitando el Museo de Arte de Latinoamérica aquí en la capital de los Estados Unidos. Qué suerte que ahora tienen una exhibición puertorriqueña. Hay muchas pinturas de artistas famosos de nuestra patria. También hay una película sobre Francisco Oller, uno de mis pintores favoritos. Los otros estudiantes no saben mucho del arte de Latinoamérica; por eso estas visitas a museos son útiles e importantes.

La estoy pasando bien aquí en estos pocos meses con mis primos, pero al mismo tiempo tengo ganas de regresar a San Juan para estar de nuevo con Dios, y con mis hermanos. Tengo muchas fotos que mostrarles. Sólo quedan dos meses más antes de regresar. Dos días antes de mi salida mi prima Isabel va a celebrar sus quince años con una gran fiesta. Voy a estar muy triste al dejar a mis tíos, a mis primos y a todos mis amigos tan pronto, pero también estoy en regresar a mi país y verlos a ustedes y a mis hermanos y eso me alegra. Quiero ir al club y a la playa inmediatamente al llegar.

Un gran abrazo de su hijo,

Carlos.

76. ¿Dónde está Carlos ahora?

(a) En los Estados Unidos.
(b) En Puerto Rico.
(c) En San Juan.
(d) En su patria.

77. ¿Por qué son importantes, según Carlos, las excursiones a museos?

(a) Porque los jóvenes aprenden mucho.
(b) Porque es una distracción de los estudios.
(c) Porque no tiene mucho dinero para viajar.
(d) Porque las películas son muy interesantes.

78. ¿Cuánto tiempo más va a durar la visita de Carlos con sus primos?

(a) Quince días.
(b) Nueve meses.
(c) Dos días más.
(d) Dos meses más.

79. La prima de Carlos celebra .....

(a) las vacaciones
(b) la salida de Carlos
(c) el cumpleaños de Carlos
(d) su cumpleaños

80. Cuando piensa en su regreso a su país, Carlos .....

(a) está alegre porque va a volver al calor
(b) está triste porque no va a ver a sus hermanos
(c) está alegre y triste al mismo tiempo
(d) está preocupado porque vuelve al colegio

APPENDIX G

1988 National Spanish Exams Survey

Table III. 1988 NSE COORDINATOR/TEACHER EVALUATION

		EXAM CONTENT					DIFFICULTY OF THE EXAM			
		Excellent	Good	Fair	Poor	No Response	Too Difficult	Reasonably Difficult	Easy	No Response
Level 1:	Listening comprehension	25%	30%	4%	2%	39%	8%	45%	5%	41%
	Vocabulary	18	37	6	1	39	10	44	4	42
	Structure	25	31	4	0	39	4	49	3	43
	Reading comprehension	19	33	7	1	40	15	42	3	40
Level 2:	Listening comprehension	19%	32%	4%	0%	45%	8%	41%	4%	48%
	Vocabulary	20	34	8	1	38	8	38	4	50
	Structure	17	33	6	0	44	8	43	2	47
	Reading comprehension	13	34	9	1	44	10	39	1	50
Level 3:	Listening comprehension	14%	27%	9%	3%	47%	18%	33%	2%	48%
	Vocabulary	14	28	9	1	48	8	41	2	49
	Structure	15	33	7	0	46	6	46	0	48
	Reading comprehension	13	27	10	2	48	12	39	1	48
Advanced:	Listening comprehension	15%	22%	8%	2%	52%	14%	30%	1%	55%
	Vocabulary	10	32	7	1	51	10	40	1	49
	Structure	14	30	4	2	50	11	38	0	51
	Error recognition	13	26	10	2	50	10	39	0	51
	Reading comprehension	13	28	8	1	51	13	35	1	52
Exam format (12 pages, printing, etc.)		27%	19%	1%	2%	51%	1%	13%	1%	85%
Recordings		33	17	4	0	46	1	14	0	86
Answer sheets		32	17	1	1	50				
Scoring stencil		25	12	2	0	61				

Notes: Based on 181 respondents. Percentages may not add exactly to 100 due to rounding.

Append

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APPENDIX H

1988 National Spanish Exams Statistical Report

Appendix H

Table I. EXAM DISTRIBUTION

TX	6338	AR	2065	MO	949	MS	605
NY	5790	MN	1861	NJ	906	ID	504
FL	5680	IL	1837	LA	896	UT	418
CA	3907	PA	1813	CO	874	NH	411
VA	3728	KY	1754	MD	848	WV	348
IN	3582	OR	1672	ND	813	HI	323
MI	3230	NE	1621	DE	796	KS	303
WI	3152	GA	1395	WA	790	SD	300
IA	3057	ME	1279	RI	733	DC	245
MA	2726	NC	1082	NM	675	USVI	62
TN	2250	SC	1050	OK	622		
OH	2165	AZ	975	AL	621		

Table II. STATISTICS TABLE
(Based on raw scores on 80-item examinations)

		Mean	Median	Standard Deviation	Test Reliability
Level 1	Regular	44.2236	45	10.4962	.842
	Special	67.8476	73	8.7696	
Level 2	Regular	46.1298	47	11.6150	.886
	Special	69.1551	74	10.0253	
Level 3	Regular	43.0578	42	11.0455	.888
	Special	66.9915	70	9.2047	
	Native	71.8781	74	6.9465	
Level 4	Regular	39.4669	40	10.5998	.893
	Special	62.4559	65	11.6587	
	Native	67.2000	70	8.2721	
Level 5	Regular	45.5486	45	12.2598	.875
	Special	65.8800	68	10.6144	
	Native	70.0714	73	6.3860	

APPENDIX I

Performance Objectives of the Spanish I Course Syllabus and an Item-by-Item Analysis of the 1988 Level I NSE

Appendix I

Performance Objectives of the Spanish I Course Syllabus

And An Item By Item Analysis of the 1980 Level I NSE

I. Pronunciation

A. Students will be able to orally reproduce sound system. O

B. Students will be able to aurally differentiate between various sounds in the language. #1-30

C. Students will be able to divide Spanish words into syllables. O

D. Students will be able to apply the rules of stress necessary for correct pronunciation. O

II. Spelling and Vocabulary

A. Students will be able to recognize a vocabulary of approximately 2,000 words. #1-80

B. Students will be able to use basic idiomatic constructions. #52, #67 #62

* C. Students will be able to use both written and orally, a basic vocabulary of approximately 1,000 words. O

D. Students will be able to write sentences in Spanish using standard forms of capitalization and punctuation. O

III. Grammar

A. Students will be able to select the correct articles for masculine and feminine, singular and plural nouns. #55 #53

* B. Students will be able to distinguish between the uses of tú and usted. O

C. Students will be able to know and apply the correct forms of subject, possessive, demonstrative, and object pronouns in Spanish and in translation. #51 #56 #61 #68

D. Students will be able to use adjectives correctly. #57, #58, #63, #64

E. Students will be able to use adverbs correctly. O

* F. Students will be able to conjugate verbs in present and preterite, and use these tenses correctly in sentences and in translation. #54, #56, #59, #60, #64, #65, #67

G. Students will be able to recognize the imperfect and the future tenses. O

H. Students will be able to distinguish between the uses of "ser" and "estar." #54, #60

* I. Students will be able to construct Spanish sentences using reflexive verbs. O

J. Students will be able to form Spanish commands. O

K. Students will be able to form negative sentences. #69

L. Students will be able to form interrogative sentences. #64

M. Students will be able to express possession correctly. #70

N. Students will be able to apply the rules to form contractions. #70

O. Students will be able to recognize and use the personal "a." #55

IV. Applications

A. Students will be able to demonstrate an ability to aurally comprehend short passages. #1-30

B. Students will be able to demonstrate their speaking ability. O

C. Students will be able to demonstrate an understanding of the meaning of a written passage. #11-80

D. Students will be able to express ideas in written Spanish. O

V. Culture #10, #21, #22, #25 #29

VI. Careers O

APPENDIX J

Author-written Supplement to the NSE

FOR COMPARISON
PURPOSES ONLY

Appendix J

Author-Written Supplement to the NSE

Part B

Complete the following sentences with the appropriate PRESENT TENSE form of the verbs in parentheses:

81. Jorge y yo _____ (bailar) a menudo.

82. Ustedes _____ (empezar) a trabajar a las nueve.

83. ¿Cuándo _____ (volver) tú a casa?

84. Yo no _____ (salir) mucho con ellos.

85. Tu hermano me _____ (creer) siempre.

86. Nosotros _____ (aprender) mucho en la escuela.

87. Sus compañeros _____ (abrir) la puerta.

88. Yo le _____ (enseñar) mi vestido nuevo a María.

89. Tú _____ (viajar) mucho por avión.

90. Usted les _____ (decir) la verdad a sus padres.

91. Yo _____ a aquel hombre.
(conocer)

92. Mi amigo _____ al tenis conmigo.
(jugar)

93. Juan y Rosita _____ vivir en España.
(preferir)

94. Señor Ortiz, ¿qué periódico _____ por
(leer)
la mañana

95. Los chicos _____ con la tierra.
(llamarse)

96. Nosotros _____ muchas cartas.
(escribir)

97. Yo _____ las tareas cada día.
(hacer)

98. José, ¿_____ tarde los sábados
(cerrar)

99. Mis primos _____ demasiado.
(comer)

100. ¿Le _____ los deportes?
(gustar)

APPENDIX K

Evaluation Interview for the NSE and Supplement

Appendix K

EVALUATION INTERVIEW FOR THE NSE AND SUPPLEMENT

1. Do the test items test the performance objectives as listed in the Spanish I course syllabus? If not, what objectives are not tested?

2. Is the test a "fair" test for the Credit by Examination program? (Is the level of difficulty "fair"?)

3. Is the test difficult to administer? If so why?

4. Are the directions clearly worded in all parts of the test? If not where are they confusing?

5. Is the test easy to grade? If not why?

6. Is the general format (multiple-choice, fill-in) of the test good? If not why?

7. How would you rate the listening comprehension portion recorded on the tape cassette? Explain.

8. Is it important to have native Spanish speakers record the listening comprehension portion of the test on the tape cassette? Why?

9. How would you rate the reading comprehension portion of the test? Explain.

10. Is it important to have the questions and multiple-choice answers of the reading comprehension portion in Spanish? Explain.

11. Does the test adequately provide a good tool for predicting future performance in Spanish II? If not, explain.

12. What part, if any, of the test would you change and why?

13. Based on your knowledge, would you recommend that this test be adopted for the Credit by Examination program?

14. If given the choice between this National Spanish Examination and supplement and the present Credit by Examination test, which one would you recommend?

APPENDIX L

Guidelines for Piloting New Credit

by Examination Test for Spanish I

Appendix L

GUIDELINES FOR PILOTING NEW CREDIT BY EXAMINATION TEST FOR SPANISH I

1. The test should be checked beforehand to assure that there are no flaws in its construction. Stem items need to be reviewed so that there are none that would give a clue as to the correct answer.
2. A list of administrative instructions for each component of the test should be provided.
3. The test should be given to a limited number of students in addition to the present Credit by Examination test.
4. After a minimum of fifty tests are administered, an item analysis of the results, including a point biserial correlation, should be performed.
5. A survey should be sent to those administering the test to determine the ease of administration, the appropriateness of the time allowed, and the possibility of unusual student reactions to a particular item.
6. In the following year, a follow-up survey should be sent to the Spanish teachers of those students placed in Spanish II as a result of receiving credit by examination. This survey should determine the predictive validity of the test.

7. The test should be reviewed periodically so that its objectives can be brought into alignment with any changes in the course syllabus of Spanish 1.